University of Regina

2005 - 2006
ANNUAL REPORT

UNIVERSITY OF
REGINA

2007-00022

Table of Contents

President's Message 2
Chair's Message 3
Chancellor's Message 4
Introduction 5
Who We Are 5
Governance 6
The University of Regina 7
2005-2006 Results at a Glance 8
- Summary of Performance Results 8
- Summary of Financial Results 9

2005-2006 Performance Results 10
- FUNDAMENTALS 10
- OPPORTUNITIES 16
- RESOURCES 23
- EXTERNAL STAKEHOLDERS 26

Summarized Financial Statements 29
For More Information 34
Appendix 35

President's Message

The publication of this annual report coincides with the completion of my first year as president. It has been a privilege to serve. A committed Board of Governors and Senate, a dedicated faculty and staff, and an eager and engaged student body, from here and around the world, fill this university with the promise of the future.

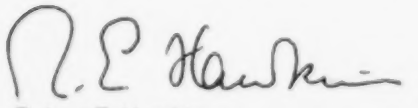
There are currently 11,300 students on campus, including 1,400 graduate students. Faculty number 450, about half of whom have been hired in the last six years. Usable space has doubled in the last decade although energy usage costs are at 1994 levels despite inflation of 367 per cent in that sector. Our new Fitness and Lifestyle Centre had more than 260,000 individual visits last year. Eighty-six per cent of our $75 million Building Dreams and Futures campaign, and 45 per cent of the additional $25 million planned giving component, have been achieved. Our budget is balanced, another sign that we are accountable for the public and tuition dollars.

Research and teaching activity are intense. Our scientists are studying the impact of 1,000 years of climate change on the Prairies and are receiving world recognition for their work in reducing the impact of greenhouse gases. This past year, our scholars published two acclaimed books on our province's history: *The Encyclopedia of Saskatchewan: A Living Legacy*, by our Canadian Plains Research Center, and *As One Who Serves: The Making of the University of Regina*, by James M. Pitsula. Our professors have developed new bachelor's degree programs in health studies and in police studies. Programs in our new Graduate School of Public Policy are much in demand by graduate students.

We know, given Saskatchewan's demographic profile, that we will face a student and faculty recruitment challenge in the years ahead. We will meet this challenge by ensuring a quality undergraduate learning experience for each of our students. Co-operative study and study abroad opportunities will be expanded and student academic support services enhanced. We will also introduce new second or "destination" degree programs both at the graduate and the professional degree levels.

In my installation speech last October, I set the direction of the University as follows: "Over the next five years, we will continue to build an imposing national university, one with deep roots in our prairie soil, one offering a fully comprehensive range of academic and professional programs, and one dedicated to teaching, research and service of the highest quality."

After one year on the job, after having seen the skill and commitment of the people who make up the University of Regina, I am more confident than ever that we will reach these goals.



Robert E. Hawkins
President and Vice-Chancellor

Chair's Message

On behalf of the Board of Governors it's my pleasure to present the University of Regina's 2005-2006 annual report.

This marks the second annual reporting period to use the University's five-year performance measurement framework. The framework, its 13 aims, its measures and its targets provide realistic, achievable objectives for carrying out the University's vision, mission and goals. It focuses institutional decision making and makes us more accountable to our many partners.

This past year has proven to be another busy and exciting year as the Board has taken many important decisions across a wide spectrum of activity. Among the highlights of the past year was the Board's decision to develop plans to retire operating and capital debt and eliminate the structural deficit in the operating fund. Others included approval of collective agreements with the University of Regina Faculty Association and CUPE 1975.

The Board also amended the investment policy for the endowment fund and approved the governance document for the Academic and Administrative Pension Plan and the Intellectual Property Policy. As well, the Board increased the target for the Building Dreams and Futures campaign from $75 million to $100 million by adding a $25 million target for planned giving. We also restructured Board committees which included creating a separate Audit and Risk Management Committee. In 2005-2006, members participated in the third bi-annual evaluation of the Board. The Board reviewed the results of this evaluation and refined some of its practices as a result.

In reviewing 2005-2006, the Board again considered its structure, actions and operations in relation to the TSX guidelines, concluding that it is in material compliance with those guidelines.

I welcome the opportunity to convey the excitement and enthusiasm at this time of exceptional development at the University of Regina. I trust you will find the 2005-2006 annual report informative and a clear and accountable demonstration of progress at the University of Regina.

Garth Fredrickson
Chair, Board of Governors

Chancellor's Message

It has been my pleasure to serve as chancellor for the University of Regina during the 2005-2006 fiscal year. As illustrated throughout this annual report, the University continues to improve the academic experience of our students and has taken purposeful steps to enrich scholarship and the research enterprise across campus.

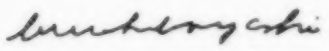
I am especially pleased at the number and scope of new academic programs including the bachelor of health studies, bachelor of arts in international studies, advanced certificate in local government authority, certificates in child and family studies, certificate in extended studies in Aboriginal education, and experiential learning opportunities through the professional placement program in fine arts and the First Nations University of Canada co-op program in arts.

With these programs we continue the tradition of innovation and build on our existing areas of academic strength.

This is nothing new for an institution that has developed Western Canada's first co-operative education program or the only police studies degree program of its kind in North America.

These innovative programs are developed to meet the needs of our students and by all accounts we are on the right track. A survey of undergraduate students conducted in 2005 by the Canadian Undergraduate Survey Consortium indicates that a high percentage of students are satisfied with the quality of teaching at the U of R compared to students at other mid-sized universities across Canada.

I would like to thank the students, faculty members, administration, the members of Board of Governors and Senate, and the staff for their contributions in making 2005-2006 such a memorable year.



Arthur Wakabayashi, CM
Chancellor

Introduction

This annual report describes the actions and accomplishments of the University of Regina for the 2005-2006 fiscal year.

In November 2004 the University's Board of Governors formally approved Building on Progress: The Plan for 2004-2009. The plan is a forward-looking five-year planning framework that provides realistic, achievable objectives for improving the University of Regina as it strives to carry out its vision, mission and goals. The plan defines 13 aims for the University in four categories: Fundamentals, Opportunities, Resources and External Stakeholders. It sets clear measures and targets for each aim, many of which are benchmarked to national norms.

The 2005-2006 annual report uses this outcome-oriented format to report on the University's achievements and progress over the year. This enhances our accountability to government, our many partners and the many communities we serve.

Who We Are

Vision

The University of Regina is a scholarly community that serves the larger community by advancing, sharing and applying knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing and humane citizens.

Mission

The University of Regina preserves, transmits, interprets and enhances the cultural, scientific and artistic heritage of humanity through the acquisition and expansion of knowledge and understanding. We apply our skills in the service of society by facilitating constructive criticism, independent thinking, free discussion and the pursuit of truth, while respecting the rights and responsibilities associated with academic freedom.

By interpreting the past and examining and clarifying contemporary thinking we shape the possibilities of the future. We are open to change and enthusiastic about investigation and creativity. We combine a unity of purpose with a diversity of outlook.

By encouraging the development of their potential, we prepare our students to participate fully in society, and to respond to the demands of a rapidly changing world in ways that are consistent with the highest human values and aspirations.

Goals

- Teaching and Learning: give our students an accessible and enviable learning experience.
- Scholarship and Research: sustain a vibrant research enterprise where faculty and students are enthusiastic about intellectual activity, both curiosity-driven and applied.
- Service: take the academic expertise to the community in response to requests or our own perceptions of need.
- People: make the University of Regina a preferred place to study and work.
- Internationalization: integrate a national and international perspective into our fundamental threefold mission of teaching, research and service.
- Accountability: provide sufficient information to allow informed evaluation of our performance.

GOVERNANCE

The University of Regina Act set the governance model for the University. Typical of Canadian universities, the model is bicameral. There is one decision stream for the administrative and business affairs of the University and another stream for academic matters.

Board of Governors

The Board of Governors is responsible for general oversight of the University, including its administrative and business affairs. It sets non-academic institutional policies, reviews and approves expenditures, directs the annual audit, and appoints the president, vice-presidents and university secretary. Certain academic decisions are subject to Board approval, including new programs or major changes to programs. *The Act* was amended in December 2005 to reduce the number of governors from 12 to 11 which came as a result of reducing the number of government appointees on the Board from six to five members.

Senate

The Senate is the senior academic decision making body. Unlike most Canadian universities, Saskatchewan universities have senates comprised of members elected by Convocation (largely alumni), members representing a variety of professional and related societies in the province, the minister and deputy minister of Advanced Education and Employment, student representatives, and senior officials of the University and its affiliated and federated colleges. The Senate makes decisions on recommendations from Council. The chancellor, elected by the members of Convocation, is the chair of Senate.

Council

Council consists of all the academic staff of the University and certain *ex officio* members. Council has some independent decision making powers, but primarily reviews and recommends to Senate academic matters that come forward from the faculties. Council has delegated its authority to the Executive of Council, comprised of academic staff elected by their colleagues in each faculty, the Library, the federated colleges and other academic units such as the Centre for Continuing Education, and certain *ex officio* members including all deans, and student representatives. The president is the chair of Council and of the Executive of Council.

The University of Regina

Since attaining independent degree-granting status in 1974, the University of Regina has grown in response to the needs of the province. The University encompasses nine faculties, 25 academic departments, and 16 research institutes and centres. Three federated colleges are located on campus: Campion College, Luther College and First Nations University of Canada.

The main campus and historic original College Avenue campus provide an attractive study and work environment for more than 12,700 full- and part-time students, 1,400 permanent and term employees and approximately 1,200 casual employees.

Specialized programs are offered in a number of areas including journalism, social work, media production and studies, actuarial science, petroleum engineering, fine arts, software systems, education, police studies, health studies, public policy and business administration, and many others.

The University helps create capacity for social, cultural and economic development, and has long been recognized as a major player in strengthening and diversifying the local economy.

In the 2005-2006 fiscal year, the University's operating budget was $118 million. The annual payroll of about $85 million has a significant economic impact in Regina and the surrounding area and generates more than $150 million of economic activity in the local economy annually. This is in addition to the financial impact of construction activities and the significant contribution made to the city of Regina's economy by University of Regina students.

The University of Regina contributes to life in the community in myriad ways. The University is a popular venue for concerts, art, sports, public lectures and theatre, and is a source of invaluable expertise in many areas.

Among the contributions the University made to the community in 2005 was as a key partner in hosting the 2005 Canada Summer Games. The campus was the headquarters for the Games administration and was home to the Athletes' Village and numerous sporting events.

2005-06 Results at a Glance

Summary of Performance Results

The most significant performance results for the University of Regina for 2005-2006 are presented in this section while the full details of the University's performance measurement framework appear later in this report.

Aim 1: Continue to lead in the provision of high quality education

- The University participated in the National Survey of Student Engagement for the first time.
- Student satisfaction levels with the quality of their education and their decision to attend the University of Regina exceeded national norms.

Aim 2: Grow and sustain a balanced research culture

- Research funding from the granting councils exceeded national rates of growth in 2002-2005.
- The number of research grants from the Social Sciences and Humanities Research Council per eligible faculty fell by 11 per cent while the number from the Natural Sciences and Engineering Research Council and the Canadian Institutes of Health Research remained constant.
- Graduate student enrolments grew by 5.7 per cent.

Aim 3: Contribute our expertise to the life and progress of the community

- The University played a major role in the success of the 2005 Canada Summer Games.

Aim 4: Expand and diversify the student body

- The number of international students increased.
- New admissions of Aboriginal students fell by 2.1 per cent but increased as a percentage of all new admissions.

Aim 5: Provide superior student experience

- Student satisfaction with key services exceeded national norms.
- Retention of first-year students to a second year fell marginally and remains below the national norm.

Aim 6: Attract, encourage and develop exemplary faculty and staff

- Three-year collective agreements were achieved with faculty and a major support staff group.

Aim 7: Enhance alumni commitment

- The percentage of alumni who give to the University fell.

Aim 8: Improve on the use of management information

- The Information Services unit was reviewed and re-organized.
- An enterprise risk management function was established.

Aim 10: Strengthen sustainability

- Spending on physical plant renewal and adaptation increased by $1.8 million to 0.84 per cent of plant replacement value.
- The Building Dreams and Futures campaign increased its target by $25 million. Eighty-six per cent of the original $75 million target was reached. Forty-five per cent of the added target was achieved.

Aim 12: Demonstrate responsible management

- The 2004-2005 financial statements received an unqualified opinion from the provincial auditor.

Aim 13: Build and maintain beneficial partnerships and relationships

- The University's work with the construction industry on building projects won an international prize.
- A lecture series at the Regina Food Bank was launched.

Summary of Financial Results

a) **Revenues**
The University of Regina recorded revenues and contributions in all funds in 2005-2006 of $165,228,000.

b) **Expenses**
The University of Regina had expenses in all funds in 2005-2006 of $166,695,000.

c) **Change in fund balance**
Overall, the University of Regina recorded a net decrease in fund balance in 2005-2006 of $1,467,000.

Within the University's general fund is the University's main operating fund. During the 2005-2006 fiscal year, the University put plans in place to eliminate a structural deficit built into the budgeting process for the operating fund and to eliminate the accumulated deficit.

During the year, all faculties and departments returned one per cent of their operating budget to the central budget in order to minimize the impact of the structural deficit on the 2005-2006 operating fund results. This, along with other cost saving measures, reduced the deficit for 2005-2006 in the operating fund to $60,000. The operating fund budget for 2006-2007 is balanced, the structural deficit is eliminated and plans are in place to reduce the accumulated deficit over time.

For comparisons of the University's revenues and expenses to budget for each of its funds, please see: *Note 15 Budget versus Actual for 2006* in the University's full audited financial statements.

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at http://www.uregina.ca/fs and choosing the 'Financial Statements' link.

2005-06 Performance Results

The information that follows is derived from and expands upon the University of Regina's Performance Measurement Framework report for July 2006. The Performance Measurement Framework, a form of balanced scorecard, is employed by the senior administration of the University to monitor progress towards achieving the vision, mission and goals of the University as expressed in the University of Regina's strategic plan, Building on Progress: The Plan for 2004-2009, and to report on achievements and initiatives to the University's Board of Governors.

FUNDAMENTALS

The following three aims reflect the three fundamental activities of a university: teaching and learning, research and scholarship, and community service.

Aim 1: Continue to lead in the provision of high quality education

The University of Regina is committed to providing its students with an enviable learning experience and educational opportunities that are equal to, or better than, those at other Canadian universities of similar size and breadth of programming. It regularly gathers student evaluations of their experiences at the University and partners with other universities to allow benchmarking of the results of such surveys.

i) The National Survey of Student Engagement (NSSE) collects information from undergraduate university students at participating universities to assess the extent to which the students engage in educationally effective activities. The guiding premise of NSSE is "that student participation in these activities at reasonable levels is a meaningful proxy for (institutional) quality."

Developed in the U.S., NSSE was first deployed in Canada in 2004 with 11 participating universities. In 2005, the University of Regina and seven other Canadian universities (including two of the 2004 participants) undertook NSSE surveys as a consortium, sharing results. For the University of Regina, 883 students completed the survey, 34 per cent of a random sample of 1,143 first-year students and 45 per cent of all 1,118 senior students.

Measure and Multi-year Target	2005-06 Targets	Key Results
Results on the National Survey of Student Engagement (NSSE). Results better than the NSSE Canadian norm.	Progress on eliminating any adverse gap.	**Compared to the seven other participating Canadian universities in 2005, the University of Regina trailed slightly on six of ten benchmarks, was equivalent on three, and led slightly on one.**

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NSSE Benchmark Scores

The student survey results are compiled by the NSSE organization into benchmark scores for five composite areas that measure, for example, how much active and collaborative learning students engage in. These benchmarks facilitate comparisons of a university's performance in supporting student learning with that of its peer institutions.

	First-year students	Senior students
Level of Academic Challenge		
University of Regina (2005)	45.7	51.1
2005 Canadian universities[1]	49.5	54.2
2004 Large Canadian universities[2]	52.6	55.6
Active and Collaborative Learning		
University of Regina (2005)	32.6	44.6
2005 Canadian universities	35.9	45.8
2004 Large Canadian universities	34.8	40.6
Student-Faculty Interaction		
University of Regina (2005)	21.8	29.8
2005 Canadian universities	23.7	32.2
2004 Large Canadian universities	21.1	31.0
Enriching Educational Experiences		
University of Regina (2005)	20.6	32.6
2005 Canadian universities	24.2	33.2
2004 Large Canadian universities	25.7	35.1
Supportive Campus Environment		
University of Regina (2005)	51.8	51.5
2005 Canadian universities	53.2	49.6
2004 Large Canadian universities	56.8	51.2

[1] Acadia University, Carleton University, Ryerson University, University of New Brunswick Fredericton Campus, University of Ottawa, University of Windsor, York University

[2] University of Alberta, University of British Columbia, McGill University, McMaster University, Queen's University, University of Toronto, Waterloo University, and the University of Western Ontario.

Data sources: NSSE Benchmark Report University of Regina, National Survey of Student Engagement, November 2005;
Harriett Eisenkraft, "Students Get their Say", *University Affairs*, March 2006, www.universityaffairs.ca

Discussion

These results are the first available from NSSE for the University of Regina and compare the University's performance to only a limited number of similar universities. More comparative data should be available in 2006-2007. NSSE reports a statistically derived measure to indicate the significance of differences in benchmark scores. The differences reported in the table between benchmark scores for University of Regina and the benchmark scores for the other 2005 Canadian institutions were rated either negligible or "small". None of the differences could be characterized as "moderate" or "large".

During 2005-2006 the University of Regina worked with the Department of Learning (Advanced Education and Employment), and other post-secondary education providers in the province to develop and field test a survey of recent graduates planned for 2006-2007 that will provide additional information about students' satisfaction and the impact of their educational experiences.

iii) For a number of years the University of Regina has participated in the Canadian Undergraduate Survey Consortium (CUSC) which in recent years has seen 22 to 30 Canadian universities survey a random sample of undergraduate students about their undergraduate experience and their satisfaction with the learning and student support environment. CUSC operates on a three-year cycle, surveying samples of first-year undergraduates, all undergraduates, and graduating undergraduates in successive years. In the spring of 2006, 55 per cent of a sample of 1,000 University of Regina students nearing graduation responded to the survey.

Measure and Multi-year Target	2005-06 Targets	Key Results
Results of student satisfaction surveys. Satisfaction with the university and their program better than the CUSC norm.	Maintain institutional satisfaction above norm. Identify and close any gaps at the program level.	**Satisfaction of graduating students with the decision to attend the University of Regina was 92 per cent, compared to 89 per cent for students at other mid-sized universities in the survey and 89 per cent for the University of Regina graduating students in 2003.** **Satisfaction of graduating students with the quality of education at the University of Regina was 93 per cent (unchanged from 2003), compared to 90 per cent for students at other mid-sized universities in the survey.**

Results from CUSC surveys

Percentage of students who were satisfied or very satisfied with their decision to attend their university

	University of Regina	Other mid-sized universities
Graduating students		
2006	92	89
2003	89	86
2000	87	84
All undergraduates		
2005	90	87
2002	90	88
First-Year Students		
2004	91	88
2001	92	90

Percentage of students who were satisfied or very satisfied with the overall quality of education (or teaching) they received

	University of Regina	Other mid-sized Universities
Graduating students		
2006	93	90
2003	93	89
2000	90	87
All undergraduates		
2005	86	85
2002	88	85
First-Year Students		
2004	83	81
2001	82	83

Data sources: Annual reports for the University of Regina prepared for the Canadian Undergraduate Survey Consortium by PRA Inc.

Discussion

Since 2002, the University of Regina's results on these satisfaction measures in the CUSC survey have exceeded the norm for participating universities in our CUSC group, those universities offering undergraduate and graduate studies, and generally of medium size in terms of student population. In the 2006 survey,

the percentage of graduating students who are very satisfied with their decision to attend the University and with the quality of their education was two to three percentage points higher at the University of Regina than at the other mid-sized universities in the survey.

If sample sizes are large enough, the CUSC data can also yield comparisons at the program level. For example, from the 2004 survey of first-year students, satisfaction levels for Faculty of Education students at the University of Regina with the quality of teaching were 92 per cent compared to 89 per cent for Faculty of Education students at all other CUSC universities. Satisfaction with the decision to attend the University of Regina was 95 per cent compared with 90 per cent for Education students at all other CUSC universities.

Notwithstanding its superior performance, the University of Regina is currently considering initiatives to enhance the quality of its undergraduate learning experience.

Aim 2: Grow and sustain a balanced research culture

Research and scholarship is fundamental to the University of Regina as a goal in itself and a foundation to the quality and currency of the education offered to graduate and undergraduate students.

i) There is no completely satisfactory methodology for aggregating and benchmarking all of the various forms of scholarly production within a university as they vary from discipline to discipline. Research funding examines the external financial support obtained through peer review by researchers at the university in national competitions that judge the potential worthiness of proposed research activities and the track record of researchers.

Measure and Multi-year Target	2005-06 Targets	Key Results
Research funding by source. Exceed national rates of growth.	Exceed national rates of growth.	**For the period 2002-05 research funding to the University of Regina from the federal granting councils grew by an average 12.7 per cent per annum while the national average rate of growth was 9.5 per cent.**

The measure tracks funding from the three federal granting councils, the Social Sciences and Humanities Research Council of Canada (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR). A three-year moving average is used to smooth out the annual fluctuations in funding that occur as the result of multi-year research project funding. The three-year average is also significant because federal allocations of Canada Research Chairs and funding to universities for the Indirect Costs of Research have been based on these data.

Three-year average annual growth rates in granting council funding (percentage)

	University of Regina	All Canadian Universities
2002-2005	12.7	9.5
2001-2004	12.9	11.7
2000-2003	11.7	12.1

Data source: Unpublished reports from the Canada Research Chairs and Indirect Costs of Research programs, various dates.

Discussion

During the past three years, faculty at the University of Regina have had considerable success in building research programs and achieving granting council funding, particularly from NSERC and CIHR.

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Three-year average annual growth rates in granting council funding (percentage)

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Discussion

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ii) Growth in graduate student numbers increases the scholarly activities of students in advanced studies in preparing theses, project reports, and other forms of new knowledge. (It is recognized that many University of Regina graduate students are enrolled in professional or course-based programs.)

Measure and Multi-year Target	2005-06 Targets	Key Results
Growth in graduate student numbers. Increase graduate student numbers to 15 per cent of total enrolment.	14 per cent of enrolment.	**Graduate enrolments increased by 5.7 per cent in 2005-06 to 14.55 per cent of University of Regina enrolment.**

Graduate student enrolments, University of Regina

	Graduate Enrolments	Percentage Increase	Percentage of all Students
Fall 2005	1,397	5.67	14.55
Fall 2004	1,322	7.65	14.01
Fall 2003	1,228	10.73	13.42
Fall 2002	1,109	1.84	12.32

Data source: University of Regina Fact Book Reports, http://www.uregina.ca/presoff/irp/factbook.shtml. Excludes Federated Colleges where only an occasional graduate student enrols.

Discussion

Growth in graduate student numbers met the annual target and continued towards reaching the multi-year target. Strong enrolment growth in the master of public administration program in the new Graduate School of Public Policy was an important contributor to the increased numbers of graduate students in 2005-2006. New programs in 2006-2007 and beyond, such as the executive master of business administration program being launched in fall 2006, will be an important element of realizing the growth target, as well as strong recruiting to existing programs. Additional funding of $200,000 for graduate student support was included in the 2006-2007 operating budget.

iii) The number of grants per 100 eligible faculty from the national granting councils is a single measure which, with some limitation, allows faculty peers throughout the country to evaluate the scholarly output of the University of Regina faculty.

Measure and Multi-year Target	2005-06 Targets	Key Results
Number of grants from the federal granting councils per 100 eligible faculty members. Increase to the median result for Canadian comprehensive universities as reported by *Maclean's* magazine	94 per cent of the median result for SSHRC and 86 per cent of the median result for NSERC and CIHR combined.	**69 per cent of the SSHRC median and 79 per cent of the NSERC-CIHR median.**

Grants from the granting councils per 100 eligible faculty members for comprehensive Canadian universities (percentage of median)

	SSHRC	NSERC & CIHR
2004-05	69	79
2003-04	92	83
2002-03	75	76
1999-2000	45	67

Data sources: *Maclean's* magazine, annual university ranking issues. Results are published in November for the previous year and thus are available only with a one year lag.

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Data sources: *Maclean's* magazine, annual university ranking issues. Results are published in November for the previous year and thus are available only with a one year lag.

Discussion

After substantial progress in recent years, 2004-2005 produced a set back in the targeted results. For SSHRC the national median grew by 19 per cent while the University of Regina's number of grants per eligible faculty member fell by 11 per cent. For NSERC and CIHR combined, the University of Regina's performance was unchanged while the median grew by 5 per cent. A new leadership position in Research Services and additional programming to assist faculty with grant applications were initiated in 2005-2006 with the aim of increasing research grant success from the granting councils and other sources of research funding.

OPPORTUNITIES

The next set of aims responds to the challenges posed by the six goals identified in the University of Regina's strategic plan.

Aim 3: Contribute our expertise to the life and progress of the community

i) The scholarly community has expertise that can be used in service to society through the examination of socially relevant problems. The University as an institution also has a range of other resources that can respond to a variety of community needs. Achievements with respect to this aim do not easily lend themselves to quantifiable measures; as a result, the performance measurement framework describes annually three examples of high impact community engagement.

Measure and Multi-year Target	2005-06 Targets	Key Results
High impact engagement. Three demonstrated examples each year.	Three demonstrated examples.	**1) The 2005 Canada Summer Games.** **2) *The Encyclopedia of Saskatchewan.*** **3) The National Summer Institute for Statistical and GIS Analysis of Crime and Justice Data.**

Discussion

1) In August the University of Regina played a major role in hosting the 2005 Canada Summer Games. The University's Centre for Kinesiology, Health and Sport housed the Games' medical facility and was the site of the volleyball and basketball competitions. University residences accommodated 4,200 athletes and coaches from every province and territory during the two-week event and campus facilities were used to prepare an estimated 9,000 meals each day. The University was also the home of the Games' administration function. As well, many University of Regina faculty, staff and alumni volunteered countless hours to ensure the Games' success.
2) In September 2005 the University of Regina's Canadian Plains Research Center published *The Encyclopedia of Saskatchewan*, the single largest educational publishing project in Saskatchewan's history. The volume was nine years in the making and includes contributions from more than 800 writers. The encyclopedia features 2,300 individual entries covering all aspects of life in Saskatchewan with over 1,000 charts, graphs, tables, and photographs. The 1,000-page volume also features 19 major essays written by noted experts on a wide range of subjects. *The Encyclopedia of Saskatchewan* received several Saskatchewan Book Awards in 2005 including the award for publishing. The Canadian Plains Research Center has provided Saskatchewan Learning with 1,200 copies of *The Encyclopedia of Saskatchewan* for distribution to school libraries across Saskatchewan and an online version is in development.
3) The National Summer Institute (NSI) for Statistical and GIS Analysis of Crime and Justice Data is just one of the many special events that the University of Regina hosts annually to facilitate the sharing of expertise and specialized knowledge among university and local, national and international communities. The NSI introduced participants to Geographical Information Systems (GIS) procedures for mapping crime data. As an example, the course looked at ways in which the power of GIS could be used to look for spatial patterns in break and enter records.

Other examples of events held at the University of Regina in 2005 included the first Canadian conference on the growing academic relationship between Canada and India, and a conference on Resistance and Convergence: Francophone and Métis Strategies of Identity in Western Canada, an innovative intercultural and international conference held in October at the University's *Institut français*.

Aim 4: Expand and diversify the student body

One of the goals of the strategic plan is to make the University of Regina a preferred place to study and work. Another is to integrate a national and international perspective into our mission. This can be done in part by increasing the number of students from other provinces and other countries. The target under Aim 2 of expanding graduate student numbers also addresses this aim. The University, recognizing the particular reality of Saskatchewan, has set a very ambitious target for growth in the number of Aboriginal students, in partnership with First Nations University of Canada and other Aboriginal organizations.

i) As part of its enrolment strategy, the University plans to maintain the number of undergraduate students who come to it from other provinces and increase its enrolment of international students and Aboriginal students.

Measure and Multi-year Target	2005-06 Targets	Key Results
Enrolment statistics. Maintain Canadian non-Aboriginal undergraduate enrolments.	Maintain 2004-05 level of enrolments.	**New undergraduate Canadian non-Aboriginal students increased by 2.4 per cent in the fall of 2005 compared to 2004.**

New undergraduate Canadian non-Aboriginal students, University of Regina

	Number	Percentage increase
Fall 2005	1,822	2.42%
Fall 2004	1,779	—

Data source: report prepared by Office of Resource Planning from Banner student information data. Excludes federated colleges.

Discussion

To increase its accessibility to students within the province of Saskatchewan, the University of Regina played a key role in the partnership of institutions and organizations that created the SaskCAT Transfer Credit Guide for applicants and students in the Saskatchewan post-secondary system. More generally, scholarship funding has been increased in recent years through allocations in the University operating budget and the use of gifts to trust and endowment funds for student assistance.

ii) The University of Regina continues to focus on increasing the numbers of international students building on long-standing relationships to southeast Asia and elsewhere.

Measure and Multi-year Target	2005-06 Targets	Key Results
Enrolment statistics. Increase international students to 10 per cent of the student body.	Increase international students to 9.5 per cent of the student body.	**The number of international students increased from 9.3 per cent to 9.8 per cent of enrolments at the University of Regina.**

International student enrolments, University of Regina

	International Students	Percentage Increase	Percentage of all Students
Fall 2005	940	6.70	9.79
Fall 2004	881	20.7	9.34
Fall 2003	730	27.0	7.98
Fall 2002	575	31.6	6.39

Data source: report prepared by Office of Resource Planning from Banner student information data. Excludes federated colleges.

Discussion

The international student body at the University of Regina continued to grow in 2005-2006, approaching the 2008-2009 multi-year target. In addition to targeted recruitment activities, the University fostered improved

OPPORTUNITIES

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retention through increased support services for international students including the new International Student Success Office. New activities included "conversation tables" while future initiatives include an off-campus work program and a mentor service that will involve University faculty and staff providing advice and support to international students.

iii) Increasing the educational opportunities for First Nations students at the University of Regina is important to the University's long-term growth, and the focus of academic and administrative activity.

Measure and Multi-year Target	2005-06 Targets	Key Results
Enrolment statistics. Increase Aboriginal students to 20 per cent of the student body.	Increase Aboriginal students to 14.3 per cent of the student body.	**New admissions of Aboriginal students fell by 2.1 per cent in fall 2005, but increased to 12.7 per cent of total new admissions from 12.6 per cent in 2004.** (Note: These figures are based on self-declaration and underestimate the actual number of Aboriginal students by an unknown amount.)

Aboriginal student new admissions, University of Regina

	Aboriginal students	Change (per cent)	Percentage of all new admissions
Fall 2005	370	-2.1	12.7
Fall 2004	378	25.6	12.6
Fall 2003	301	—	11.6

Data source: University of Regina Fact Book Reports, http://www.uregina.ca/presoff/orp/factbook.shtml. Includes federated colleges.

Discussion

The University of Regina only began collecting information about the Aboriginal status of students at registration in the fall of 2003. Progress towards this target can be measured for only new students.

During 2005-2006 the University developed an Aboriginal Co-op and Career Centre and initiated an Aboriginal Student Centre with the hiring of a manager and the designation of space. In 2006-2007 programming in the Aboriginal Student Centre will begin, an expanded Aboriginal recruitment program will be introduced, outreach to Aboriginal communities will be expanded, and a broad range of services targeted to Aboriginal students will be established.

In December 2005 the University of Regina signed a $2.5 million agreement with the Crown Investments Corporation to fund two programs that will provide First Nations and Métis students with educational and leadership opportunities at the University of Regina and First Nations University of Canada. One program will promote the importance of a university education to First Nations and Métis youth. The other, the Intercultural Leadership Program, will provide Aboriginal and non-Aboriginal students with leadership training in an intercultural context.

Aim 5: Provide superior student experience

i) The University's goal of providing an enviable learning experience is facilitated and enhanced by the quality of the various support services, academic and non-academic, available to its students.

Measure and Multi-year Target	2005-06 Targets	Key Results
Results of student satisfaction surveys. Satisfaction with services greater than the CUSC norm.	Maintain superior performance.	**Graduating students at the University of Regina report higher levels of satisfaction with student services than at other Canadian universities and at mid-sized Canadian universities.**

CUSC student service satisfaction results

(An index of undergraduates' evaluations of key student services is computed using results from the annual CUSC survey. Per Cent very satisfied or satisfied.)

Graduating Students, 2006

	2006		
	Regina	All universities	Medium-sized
Library	91	88	90
Computer facilities	89	86	88
Academic advising	80	76	78
Athletic/rec facilities	95	84	84
Book store	77	80	77
Average, 5 services	**86**	**83**	**83**

All Students, 2005 and 2002

	2005			2002		
	Regina	All universities	Medium-sized	Regina	All universities	Medium-sized
Library	81	82	82	84	80	79
Computer facilities	87	85	83	79	79	77
Instructional facilities	86	80	78	81	77	73
Class size	94	88	87	94	86	85
Athletic/rec facilities	92	79	81	73	79	76
Book store	66	72	66	62	72	69
Social activities	86	83	79	87	86	81
Food services	84	62	59	83	63	60
Parking	35	39	38	30	36	29
Average, 9 services	**79**	**74**	**73**	**75**	**73**	**71**

First Year Students, 2004 and 2001

	2004			2001		
	Regina	All universities	Medium-sized	Regina	All universities	Medium-sized
Library	94	92	91	93	92	93
Access to computers	91	89	89	93	88	89
Instructional facilities	93	91	86	94	88	87
Class size	94	86	83	90	88	86
Athletic/rec facilities	89	88	88	92	89	89
Book store	85	84	78	80	84	82
Social activities	88	83	81	91	87	82
Food services	90	70	65	89	69	71
Parking	54	48	48	59	51	50
Average, 9 services	**86**	**81**	**79**	**87**	**82**	**81**

Data sources: Annual reports for the University of Regina prepared for the Canadian Undergraduate Survey Consortium by PRA Inc.

Discussion

In CUSC surveys in previous years, University of Regina students have reported higher levels of satisfaction as measured by an index composed of satisfaction levels for nine key student services. The graduating student surveys have not in past years collected satisfaction levels for these services because of length limitations and the priority given to collecting information on students' educational and employment plans and debt and financing experience. In the 2006 survey, satisfaction levels with five key student services were collected; the results, reported above, show the University of Regina exceeding the CUSC norms for these services as a group and for four of the five services individually.

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Aim 5: Provide superior student experience

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Measure and Multi-year Target	2005-06 Targets	Key Results
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Instructional facilities	86	80	78	81	77	73
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Book store	66	72	66	62	72	69
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Average, 9 services	**79**	**74**	**73**	**75**	**73**	**71**

First Year Students, 2004 and 2001

	2004			2001		
	Regina	All universities	Medium-sized	Regina	All universities	Medium-sized
Library	94	92	91	93	92	93
Access to computers	91	89	89	93	88	89
Instructional facilities	93	91	86	94	88	87
Class size	94	86	83	90	88	86
Athletic/rec facilities	89	88	88	92	89	89
Book store	85	84	78	80	84	82
Social activities	88	83	81	91	87	82
Food services	90	70	65	89	69	71
Parking	54	48	48	59	51	50
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In 2006, major improvements were implemented in food services, support activities within the residences were enhanced, a used textbook service operated by the bookstore received excellent feedback from students, and academic and employment counselling services were expanded for the general and specific student populations. These initiatives will be further developed in 2006-2007. Students at the University of Regina report 91 per cent satisfaction with their interactions with University support staff, compared to 86 per cent at all Canadian universities.

ii) The retention of first-year students and their persistence in continuing their studies depend in part on how well the University supports their academic and social integration into this learning community.

Measure and Multi-year Target	2005-06 Targets	Key Results
Retention rate from full-time year one to year two. Increase to the median in the *Maclean's* national ranking.	Increase the retention rate to 79.6 per cent.	**The retention rate was virtually unchanged at 77.2 per cent, 0.88 of the median.**

This measure is based on the percentage of students in first-year studies who return to the University the following year to enrol in at least one course.

University of Regina retention rate

	Retention Rate (Percentage)	Maclean's median (Percentage)
2004-05	77.2	88
2003-04	77.6	89
2002-03	75.9	88

Data sources: Maclean's magazine, annual university ranking issues. Results are published in November for the previous year and thus are available only with a one year lag. This indicator was introduced by Maclean's in the 2003 rankings issue.

Discussion

While the University has made only modest progress in improving retention rates, it continues to enhance its support services for student success and to research the issue for possible successful interventions. In addition to expanded services for Aboriginal and international students who are often most at risk (see above), the University has established and developed a readily identifiable career centre on campus since strong career goals improve student persistence. The orientation program and Welcome Week events have been strengthened since early social integration also has a strong positive effect. An online writing service has been introduced. This continues to be an area of focus for 2006-2007.

Aim 6: Attract, encourage and develop exemplary faculty and staff

i) The University of Regina has a goal to be a preferred place to study and work. Its success in achieving all of its goals is dependent on the quality of its faculty and staff. The members of our community are our defining resource.

Measure and Multi-year Target	2005-06 Targets	Key Results
Results of faculty and staff satisfaction surveys.	To be determined.	**Not available.**

ii) The quality of a University of Regina education is directly tied to the quality of the faculty and staff committed to the academic mission of the University.

Measure and Multi-year Target	2005-06 Targets	Key Results
Faculty and staff retention.	To be determined.	**Not available.**

Discussion

This portion of the University of Regina's performance measurement framework is under development. In 2006-2007 a survey of faculty and staff will be designed and conducted. New human resources reporting software is in the process of being installed; it will permit the tracking of faculty and staff retention rates. Once the baseline data have been generated, multi-year and annual targets can be established.

A major accomplishment supporting this aim was the conclusion of new multi-year collective agreements with University faculty and support staff, the latter agreement incorporating a new salary model and job classification system, that will enhance the University's ability to attract and retain exemplary people.

Aim 7: Enhance alumni commitment

i) This measure attempts to quantify the engagement of the University's alumni with the the institution. With the current fundraising emphasis being the capital campaign, no specific target has yet been set for the measure.

Measure and Multi-year Target	2005-06 Targets	Key Results
Percentage of alumni who give to the university. To be determined.	No target identified.	**Over the past five years, 4.0 per cent of alumni each year have made a financial donation to the University.**

Alumni donors as a percentage of alumni

2000-2005	4.0
1999-2004	4.3
1998-2003	4.3

Data sources: *Maclean's* magazine, annual university ranking issues. Results are published in November for the previous year and thus are available only with a one year lag. This measure employs a five year total and is the ratio of alumni donors to alumni with known addresses.

Discussion

During 2005-2006 the University of Regina expanded its alumni programming with a focus on lifelong learning and celebrating alumni achievements. The new Alumni Crowning Achievement Awards event focused on alumni from across Canada while campus events showcasing faculty research for an alumni audience were introduced. This new programming will continue in 2006-2007.

In 2006, major improvements were implemented in food services, support activities within the residences were enhanced, a used textbook service operated by the bookstore received excellent feedback from students, and academic and employment counselling services were expanded for the general and specific student populations. These initiatives will be further developed in 2006-2007. Students at the University of Regina report 91 per cent satisfaction with their interactions with University support staff, compared to 86 per cent at all Canadian universities.

ii) The retention of first-year students and their persistence in continuing their studies depend in part on how well the University supports their academic and social integration into this learning community.

Measure and Multi-year Target	2005-06 Targets	Key Results
Retention rate from full-time year one to year two. Increase to the median in the *Maclean's* national ranking.	Increase the retention rate to 79.6 per cent.	**The retention rate was virtually unchanged at 77.2 per cent, 0.88 of the median.**

This measure is based on the percentage of students in first-year studies who return to the University the following year to enrol in at least one course.

University of Regina retention rate

	Retention Rate (Percentage)	*Maclean's* median (Percentage)
2004-05	77.2	88
2003-04	77.6	89
2002-03	75.9	88

Data sources: *Maclean's* magazine, annual university ranking issues. Results are published in November for the previous year and thus are available only with a one year lag. This indicator was introduced by Maclean's in the 2003 rankings issue.

Discussion

While the University has made only modest progress in improving retention rates, it continues to enhance its support services for student success and to research the issue for possible successful interventions. In addition to expanded services for Aboriginal and international students who are often most at risk (see above), the University has established and developed a readily identifiable career centre on campus since strong career goals improve student persistence. The orientation program and Welcome Week events have been strengthened since early social integration also has a strong positive effect. An online writing service has been introduced. This continues to be an area of focus for 2006-2007.

Aim 6: Attract, encourage and develop exemplary faculty and staff

i) The University of Regina has a goal to be a preferred place to study and work. Its success in achieving all of its goals is dependent on the quality of its faculty and staff. The members of our community are our defining resource.

Measure and Multi-year Target	2005-06 Targets	Key Results
Results of faculty and staff satisfaction surveys.	To be determined.	**Not available.**

ii) The quality of a University of Regina education is directly tied to the quality of the faculty and staff committed to the academic mission of the University.

Measure and Multi-year Target	2005-06 Targets	Key Results
Faculty and staff retention.	To be determined.	**Not available.**

Discussion

This portion of the University of Regina's performance measurement framework is under development. In 2006-2007 a survey of faculty and staff will be designed and conducted. New human resources reporting software is in the process of being installed; it will permit the tracking of faculty and staff retention rates. Once the baseline data have been generated, multi-year and annual targets can be established

A major accomplishment supporting this aim was the conclusion of new multi-year collective agreements with University faculty and support staff, the latter agreement incorporating a new salary model and job classification system, that will enhance the University's ability to attract and retain exemplary people.

Aim 7: Enhance alumni commitment

i) This measure attempts to quantify the engagement of the University's alumni with the the institution. With the current fundraising emphasis being the capital campaign, no specific target has yet been set for the measure.

Measure and Multi-year Target	2005-06 Targets	Key Results
Percentage of alumni who give to the university. To be determined.	No target identified.	**Over the past five years, 4.0 per cent of alumni each year have made a financial donation to the University.**

Alumni donors as a percentage of alumni

2000-2005	4.0
1999-2004	4.3
1998-2003	4.3

Data sources: *Maclean's* magazine, annual university ranking issues. Results are published in November for the previous year and thus are available only with a one year lag. This measure employs a five year total and is the ratio of alumni donors to alumni with known addresses.

Discussion

During 2005-2006 the University of Regina expanded its alumni programming with a focus on lifelong learning and celebrating alumni achievements. The new Alumni Crowning Achievement Awards event focused on alumni from across Canada while campus events showcasing faculty research for an alumni audience were introduced. This new programming will continue in 2006-2007.

Aim 8: Improve on the use of management information

i) This measure is another for which the results cannot be presented in quantitative format.

Measure and Multi-year Target	2005-06 Targets	Key Results
The application of management information. Three demonstrated examples each year.	Three demonstrated examples.	**1) Management information project.** **2) Review and re-organization of Information Services.** **3) Enterprise risk management.**

Discussion

1) Management information project: This strategic project has two related purposes:

   a) To create a robust information environment at the University of Regina capable of providing institutional data to support strategic planning, budgeting and decision making. The project will provide an operational framework of policies, methodologies, practices and tools to accomplish this purpose.
   b) To make significant progress in producing additional reliable data that managers have identified as necessary for planning and decision making.

   The project was launched in 2005-2006, a project plan established, new staff recruited, and a variety of new reports developed.

2) Information Services: In 2005-2006, a review was conducted of the University's Information Services department. New leadership was recruited, a new organizational structure established, and new policies and practices introduced.

3) Enterprise risk management: In 2005-2006, the University recruited an enterprise risk manager to provide leadership to this new function and established an Audit and Risk Management Committee of the Board of Governors composed of independent members of the Board to monitor the environment of risk management at the University. Enterprise risk management identifies and monitors the treatment of risks to the accomplishment of the mission, goals and aims of the University and its constituent units.

RESOURCES

Resources describe the use of the University's financial and physical means in the immediate and longer terms.

Aim 9: Apply resources well

i) The following measure compares how the University allocates its operating funds among the various functions supported by the operating budget. Significant variations from the way in which other Canadian universities expend their annual resources merit detailed investigation.

Measure and Multi-year Target	2005-06 Targets	Key Results
Comparison of operating expenditures to CAUBO norms. A close fit on expenditures per full-time equivalent student and the various categories of expenditure (no significant differences).	Maintain or improve closeness of fit.	**In 2002-2003, total operating spending per student, and instructional and administrative expenditures were four to six per cent below national norms. Spending on the library, computing and plant operations were five to nine per cent above norms. Differences are not statistically significant.**

Data sources: The comparisons are derived from regression analysis of financial and enrolment data published for all Canadian universities by Statistics Canada.

Discussion
Analysis is currently underway to update reporting on this measure

Aim 10: Strengthen sustainability

The aim of sustainability has two thrusts. The first, to diversify the financial resource base of the University, is measured by the success of fundraising efforts and by achievements in increasing the share of operating revenue that comes from sources other than the provincial operating grant and fees from Saskatchewan students. The second sustainability thrust addresses the condition of the physical plant and the University's ability to maintain the functionality and currency of its buildings and physical infrastructure.

i) The University's financial sustainability is strengthened by diversifying its revenue sources that are now heavily reliant on the operating grant from the province of Saskatchewan and tuition revenue from students from Saskatchewan.

Measure and Multi-year Target	2005-06 Targets	Key Results
Percentage of operating revenue from sources other than provincial operating grant and Saskatchewan students' fees. 20 per cent.	20 per cent.	**21.2 per cent.**

Aim 8: Improve on the use of management information

i) This measure is another for which the results cannot be presented in quantitative format.

Measure and Multi-year Target	2005-06 Targets	Key Results
The application of management information. Three demonstrated examples each year.	Three demonstrated examples.	**1) Management information project.** **2) Review and re-organization of Information Services.** **3) Enterprise risk management.**

Discussion

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Percentage of operating revenue from sources other than provincial operating grant and Saskatchewan students' fees. 20 per cent.	20 per cent.	**21.2 per cent.**

Percentage of operating revenue from sources other than provincial operating grant and Saskatchewan students' fees

2005-06	23.1
2004-05	22.6
2003-04	20.7

Data sources: This calculated figure is derived from financial data from Financial Services and enrolment data from the Office of Resource Planning.

Discussion

The target reached was reached in 2003-2004 and the percentage has since increased as the result of growth in external recoveries and in international students.

ii) The University of Regina has invested well to create a modern campus with functional and attractive amenities; continued investment in renewing and maintaining the campus infrastructure is required. The target for spending on renewal and adaptation of the physical plant based on minimal industry standards for plant renewal and adaptation, is 1.3 per cent of Plant Replacement Value (PRV) per year on average. Given the variances of capital expenditures, the annual target may be exceeded in some years and not be attained in others. The significant target, therefore, is the five-year average.

Measure and Multi-year Target	2005-06 Targets	Key Results
Spending on renewal and adaptation of the physical plant. Five-year average at 1.3 per cent of Plant Replacement Value per annum.	1.3 per cent of Plant Replacement Value per annum.	**In 2005-2006 renewal and adaptation spending was 0.84 per cent of Plant Replacement Value.**

Spending on renewal and adaptation of the physical plant

	Expenditures ($ million)	Percentage of PRV
2005-06	$6.1	0.84
2004-05	$4.3	0.70
2003-04	$3.1	0.59

Data source: Analysis provided by Physical Plant, University of Regina.

Discussion

Total plant renewal spending in 2005-2006 of $6.1 million was composed of $3.1 million of projects funded from the provincial sustaining capital grant and $3 million of projects financed by borrowings. The latter projects included major utility improvements (transformer, chiller, electrical system upgrades and emergency electrical supply) and work in the Administration-Humanities Building. This level of spending, based on borrowed funds, is still well below the target for maintaining the current state of the plant, let alone addressing substantial deferred maintenance. This expenditure level cannot be continued without a significant increase in the sustaining capital grant.

iii) In 2005-2006 an additional target was added to the Building Dreams and Futures campaign of $25 million of planned giving (from future bequests, life insurance proceeds, etc.), raising the total financial target to $100 million from $75 million.

Measure and Multi-year Target	2005-06 Targets	Key Results
Complete successful fund-raising campaign and establish ongoing fundraising capacity. As defined in the Building Dreams and Futures documents and future plans.	As defined in the Building Dreams and Futures documents and future plans.	**86 per cent of $75 million target reached and 45 per cent of $25 million planned giving target reached.**

Data source: Reports from External Relations on the progress of the Building Dreams and Futures campaign

Discussion

The campaign met its goals for year four of the five-year campaign. The University has begun to set in place a permanent structure reflecting the success built during the campaign. A full-time director of Donor/Alumni Relations will be recruited in 2006-2007.

Percentage of operating revenue from sources other than provincial operating grant and Saskatchewan students' fees

2005-06	23.1
2004-05	22.6
2003-04	20.7

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Discussion

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Discussion

The campaign met its goals for year four of the five-year campaign. The University has begun to set in place a permanent structure reflecting the success built during the campaign. A full-time director of Donor/Alumni Relations will be recruited in 2006-2007.

EXTERNAL STAKEHOLDERS

External Stakeholders refers to the external communities with an interest in the University.

Aim 11: Enhance the University's recognition and esteem

i) The University conducts occasional surveys of public opinion in Saskatchewan regarding the University's reputation and perceived performance. These surveys are not conducted annually because of costs and the slow rate of change of the results.

Measure and Multi-year Target	2005-06 Targets	Key Results
Results of surveys of provincial population. To be determined.	To be determined.	**Index of reputational scores compared to the "ideal" university: 90 per cent (2004).**

University of Regina reputational scores
(percentage)

2004	90
2000	82
1998	82

Discussion

The results are from three successive commissioned surveys of public opinion in Saskatchewan. The index combines evaluations of 10 aspects of university attributes and outcomes and compares the University of Regina's scores to the scores of an "ideal" university, according to those surveyed. The results show a significant improvement in the reputation of the University since 2000.

Aim 12: Demonstrate responsible management and governance

i) The University of Regina is an accountable institution with a commitment to ensuring a timely response to audit reports and recommendations.

Measure and Multi-year Target	2005-06 Targets	Key Results
Audit report. Unqualified audit report.	Unqualified audit report.	**For 2004-2005 the auditor's Financial Statement opinion was unqualified; the Internal Control and Legislative Compliance opinions were qualified.**

Discussion

Appropriate responses to audit opinions occur on a timely basis annually. The Audit and Risk Management Committee of the Board monitors this activity.

ii) The University of Regina's Board of Governors annually reviews the most current version of the Toronto Stock Exchange's *Best Practices Guidelines for Effective Corporate Governance* to assess whether the Board's practices and structure are in material compliance with the guidelines.

Measure and Multi-year Target	2005-06 Targets	Key Results
Compliance with adapted TSX corporate governance guidelines. Full compliance.	Full compliance.	**Full compliance.**

Data source: Board of Governors agenda material, July 18, 2006

Discussion

In 1994 the Toronto Stock Exchange (TSX) sponsored a study of Canadian corporate governance resulting in 14 recommendations that were adopted as *Best Practices Guidelines for Effective Corporate Governance*. Toronto Stock Exchange listed companies must disclose annually the extent to which they comply with these guidelines. These guidelines were modified as a result of a subsequent study (*Beyond Compliance: Building a Governance Culture*) undertaken in 2001 by the Joint Committee on Corporate Governance chaired by Guylaine Saucier, known as *The Saucier Report*, and some practice notes were added for clarification.

The University of Regina is not a publicly-traded company listed with the TSX. In the absence of similar guidelines for public institutions of higher learning, the University of Regina Board of Governors decided to assess itself against the current version of the TSX guidelines and describe its degree of compliance as a sound governance practice.

In summary, and keeping in mind that the TSX guidelines are not a perfect fit for the University, the Board is in material compliance with the guidelines.

Aim 13: Build and maintain beneficial partnerships and relationships

i) The University engages with a variety of partners from the private, public and voluntary sectors to advance its education and research mission and serve its various communities. This section of the performance measurement framework is under development as methodologies for identifying and counting partnership arrangements and determining the satisfaction of the University's partners have yet to be established. In the interim, results can be described using the non-quantitative technique of demonstrated examples.

Measure and Multi-year Target	2005-06 Targets	Key Results
Partners' satisfaction. Number of partnerships.	To be determined.	**1) "Nourishing Thoughts" lecture series at the Food Bank.** **2) Construction Project Management.** **3) Intercultural Leadership Program.**

Discussion

1) The University of Regina partnered with the Regina and District Food Bank and the First Nations University of Canada to offer "Nourishing Thoughts at the Food Bank" a lunchtime lecture series for the general public and participants in the Food Bank's educational programs. The series consisted of University faculty members giving brief talks on topics of interest, such as hip hop culture, personal resilience and Cree narratives. The lectures were open to all and a free lunch was served.

2) The University of Regina's co-operative approach to project management with local designers, contractors, and suppliers on all major capital projects was recognized when it was awarded the Construction Owners Association of America Inc. (COAA) 2005 Project Leadership Award. The award was given to the University for the quality of its 2005 Canada Summer Games support facilities project. The award program recognizes owners whose design/build team demonstrates exceptional leadership and project management skills including integrity, competence, predictability and fairness. It is given to the owner whose team has achieved excellence in project management through cooperative efforts on a specific construction project.

3) The Intercultural Leadership program is a partnership between the University of Regina, First Nations University of Canada, and the Crown Investments Corporation of Saskatchewan. The program is intended to prepare undergraduate Indigenous and non-Indigenous students for employment and leadership positions with Saskatchewan Crown corporations and other organizations. The program aims to recruit and develop future leaders within the Crown corporations and ensure a workforce that reflects Saskatchewan's diversity.

Management Responsibility

For the Year Ended April 30, 2006

Management of the University of Regina is responsible for the integrity of the financial data reported for the University and for determining the nature and extent of the information reflected in the summarized financial statements. The following summarized financial statements have been derived from the complete audited financial statements prepared in accordance with generally accepted accounting principles as set out by the Canadian Institute of Chartered Accountants (CICA), which have been consistently applied.

Robert E. Hawkins
President and Vice-Chancellor

David B. Button
Vice-President (Administration)

Date: July 5, 2006

Auditor's Report on Summarized Financial Statements

For the Year Ended April 30, 2006

To the Members of the Legislative Assembly of Saskatchewan

The accompanying summarized statement of financial position and statements of operations and changes in fund balances and cash flows are derived from the complete financial statements of the University of Regina as at April 30, 2006 and for the year then ended on which I expressed an opinion without reservation in my report dated July 5, 2006. The fair summarization of the complete financial statements is the responsibility of management. My responsibility, in accordance with the applicable Assurance Guideline of The Canadian Institute of Chartered Accountants, is to report on the summarized financial statements.

In my opinion, the accompanying financial statements fairly summarize, in all material respects, the related complete financial statements in accordance with the criteria described in the Guideline referred to above.

These summarized financial statements do not contain all the disclosures required by Canadian generally accepted accounting principles. Readers are cautioned that these statements may not be appropriate for their purposes. For more information on the entity's financial position, results of operations and cash flows, reference should be made to the related complete financial statements.

Regina, Saskatchewan
July 5, 2006

Fred Wendel, CMA, CA
Provincial Auditor

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at *http://www.uregina.ca/fs* and choosing the 'Financial Statements' link.

Summarized Statement of Financial Position

As at April 30, 2006

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2005
Current Assets					
Cash	$ (8,703)	$ 9,042	$ -	$ 339	$ (1,616)
Accounts receivable	5,081	14,354	-	19,435	21,199
Inventories	2,249	-	-	2,249	2,793
Prepaid expenses	747	68	-	815	508
Short-term investments	8,967	30,418	-	39,385	53,108
	8,341	53,882	-	62,223	75,992
Long-Term Assets					
Long-term investments	-	14,939	18,219	33,158	26,578
Long-term loan receivable	-	1,175	-	1,175	1,300
Accrued pension benefit asset	16,773	-	-	16,773	15,213
Capital assets	-	188,140	-	188,140	184,046
	16,773	204,254	18,219	239,246	227,137
	$ 25,114	$ 258,136	$ 18,219	$ 301,469	$ 303,129
Current Liabilities					
Accounts payable and other accrued liabilities	$ 10,803	$ 1,741	$ -	$ 12,544	$ 11,058
Deferred income	503	15	-	518	2,553
Current portion of long-term debt	-	1,744	-	1,744	1,571
	11,306	3,500	-	14,806	15,182
Long-Term Liabilities					
Long-term debt	-	60,501	-	60,501	60,445
Due to (from) other funds	(259)	259	-	-	-
Accrual for employee future benefits	1,550	-	-	1,550	1,423
	1,291	60,760	-	62,051	61,868
Fund Balances					
Externally restricted funds	-	35,830	18,219	54,049	52,746
Internally restricted funds	17,924	4,141	-	22,065	21,835
Invested in capital assets	-	153,905	-	153,905	159,297
Unrestricted funds	(5,407)	-	-	(5,407)	(7,799)
	12,517	193,876	18,219	224,612	226,079
	$ 25,114	$ 258,136	$ 18,219	$ 301,469	$ 303,129

Chair, Board of Governors

Vice-President (Administration)

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Summarized Statement of Operations and Changes in Fund Balances

For the Year Ended April 30, 2006

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2005
Revenues					
Grants and contracts					
Government of Canada	$ 1,926	$ 11,938	$ -	$ 13,864	$ 15,546
Government of Saskatchewan	64,093	10,326	-	74,419	106,456
Other	919	3,246	-	4,165	6,349
Student fees	38,741	8	-	38,749	38,807
Contributions, gifts, donations and bequests	640	3,737	128	4,505	5,529
Sales of services and products	21,279	1,256	-	22,535	19,809
Income from investments	255	4,431	(293)	4,393	2,110
Miscellaneous income	2,058	486	-	2,544	2,742
Income from operating leases	-	54	-	54	54
	129,911	35,482	(165)	165,228	197,402
Expenses					
Salaries					
Academic	41,373	772	-	42,145	39,501
Other	40,072	3,716	-	43,788	39,094
Employee benefits	9,835	269	-	10,104	28,539
Operational supplies and expenses	9,365	2,905	-	12,270	10,383
Travel	3,016	1,686	-	4,702	4,597
Cost of goods sold	4,697	-	-	4,697	5,928
Equipment, rental, maintenance & renovations	5,941	1,552	-	7,493	13,135
Utilities	6,341	49	-	6,390	5,413
Amortization of capital assets	508	17,177	-	17,685	16,642
Loss on disposal of capital assets	-	645	-	645	413
Scholarships, bursaries and prizes	4,000	6,415	2	10,417	9,670
Interest	2,880	621	-	3,501	3,025
Wascana Centre Authority levy	572	-	-	572	553
Bad debt expense	228	2,043	15	2,286	1,520
	128,828	37,850	17	166,695	178,413
Net revenues (expenses)	1,083	(2,368)	(182)	(1,467)	18,989
Interfund transfers	800	(1,129)	329	-	-
Net increase (decrease) in fund balances for year	1,883	(3,497)	147	(1,467)	18,989
Fund balances, beginning of year	10,634	197,373	18,072	226,079	207,090
Fund balances, end of year	$ 12,517	$ 193,876	$ 18,219	$ 224,612	$ 226,079

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Summarized Statement of Cash Flows

For the Year Ended April 30, 2006

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2005
Operating Activities					
Net revenues (expenses)	$ 1,083	$ (2,368)	$ (182)	$ (1,467)	$ 18,989
Add back items not affecting cash:					
Amortization of capital assets	508	17,177	-	17,685	16,642
Unrealized (gains) losses on mutual funds	-	(2,370)	210	(2,160)	(912)
Loss on disposal of capital assets	-	645	-	645	413
Donated shares	-	-	-	-	(315)
(Increase) decrease in non-cash working capital	(449)	1,905	-	1,456	1,211
(Increase) decrease in accrued pension benefit asset	(1,560)	-	-	(1,560)	16,725
Increase in long-term accrual for employee future benefits	127	-	-	127	625
Cash generated by operating activities	(291)	14,989	28	14,726	53,378
Investing Activities					
Purchases of investments	(4,561)	(53,111)	(400)	(58,072)	(62,731)
Sales of investments	15,702	51,630	43	67,375	9,122
Purchases of capital assets:					
Buildings	(82)	(12,190)	-	(12,272)	(16,139)
Site improvements	-	(818)	-	(818)	(3,407)
Furnishings and equipment	(1,460)	(6,208)	-	(7,668)	(8,529)
Software	-	(2)	-	(2)	(420)
Library resources	(1,663)	-	-	(1,663)	(1,621)
Sale of capital assets:					
Furnishings	-	-	-	-	23
Cash used in investing activities	7,936	(20,699)	(357)	(13,120)	(83,702)
Financing Activities					
Issuance of long-term debt	-	1,800	-	1,800	24,866
Repayment of long-term debt	-	(1,571)	-	(1,571)	(815)
Increase in long-term loan receivable	-	(10)	-	(10)	(135)
Repayment of long-term loan receivable	-	130	-	130	101
Issuance of internal loans	(90)	90	-	-	-
Repayment of internal loans	(100)	100	-	-	-
Cash used in financing activities	(190)	539	-	349	24,017
Net change in cash	7,455	(5,171)	(329)	1,955	(6,307)
Interfund Adjustments	3,497	(3,826)	329	-	-
Cash, beginning of year	(19,655)	18,039	-	(1,616)	4,691
Cash, end of year	$ (8,703)	$ 9,042	$ -	$ 339	$ (1,616)

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at *http://www.uregina.ca/fs* and choosing the 'Financial Statements' link.

Summarized Notes to the Financial Statements

For the Year Ended April 30, 2006

(in thousands of dollars)

1. Summarized Significant Accounting Policies

The University follows the restricted fund method of accounting for contributions. As such, resources are classified for accounting and reporting purposes into funds in accordance with specified activities or objectives. The University has classified accounts with similar characteristics into major funds as follows:

i) The General Fund accounts for the University's program delivery, service and administrative activities that are funded by tuition and related fees, government grants and other income. It also includes the University's self-funding fee-for-service Ancillary funds and the Special Project funds used to track revenues and expenditures for consulting, training, time-limited and other projects. The General Fund also holds the accrued pension benefit asset related to the three University-sponsored defined benefit pension plans: The Pension Plan for the Academic and Administrative Employees of the University of Regina, the University of Regina Non-Academic Pension Plan, and the University of Regina Supplementary Executive Retirement Plan.

ii) The Restricted Fund reports grants, gifts, interest and rental income used to acquire capital assets and repay long-term debt on certain capital assets. It also includes grant and contract income and expenses specifically identified for research or related activities as restricted by granting agencies, research institutes and other public and private organizations. The Restricted Fund also holds in trust externally restricted resources that may be used in their entirety within the restrictions established by the provider of the funds, which are generally for the provision of scholarships or annual lectures.

iii) The Endowment Fund reports resources contributed for endowment. Restrictions placed on the fund by the original provider preclude the original fund balance from being spent.

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For More Information

For more information on the University of Regina, visit our web site at: www.uregina.ca

Or, for further information contact:

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Administration Humanities Building, Room 509
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Regina, Saskatchewan
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Telephone: (306) 585-5289
Fax: (306) 585-5255

Financial Services
Administration Humanities Building, Room 205
University of Regina
Regina, Saskatchewan
S4S 0A2
Telephone: (306) 585-4979
Fax: (306) 585-5140

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(to August 31, 2005)

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(from September 1, 2005)

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(to August 31, 2005)

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Vice-President (Administration)
(to June 30, 2005)

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Associate Vice-President
(Human Resources)

Dale Schoffer
Associate Vice-President
(Finance)
(effective August 1, 2005;
formerly Director, Financial Services)

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Acting Director, Information Services
(from January 23, 2006)

Larry Symes
Director, Information Services
(to December 31, 2005)

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Director, Resource Planning

Annette Revet
Enterprise Risk Manager
(from January 31, 2006)

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Vice-President (External Relations)

Paul Corns
Director, Communications
(from August 26, 2005)

Christal Lintott
Director of Administrative
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(from November 21, 2005)

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(from April 1, 2006)

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Alain Boutet
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and Development

Bob Schad
Acting Director, University-Industry
Liaison Office

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(from July 1, 2005)

Kenneth McGovern
(to June 30, 2005)

Luther College

Bruce Perlson
(from July 1, 2005)

Richard Hordern
(to June 30, 2005)

First Nations University of Canada

Charles Pratt
Interim President
(from July 17, 2005)

Eber Hampton
President
(to July 17, 2005)